

GRACE AND COURTESY: SOCIAL SKILLS - ADDRESSING A PERSON WHO IS ENGAGED IN AN ACTIVITY

Materials:

- An activity for the second adult

Presentation:

1. Gather a group of children. Another adult is seated within the circle engaged in an activity.
2. Say, "I will show you how to address a person who is engaged in an activity."
3. Stand up.
4. Walk slowly and quietly to the other adult and stand next to her.
5. Place your right hand gently and silently on the other adult's shoulder. Wait to be acknowledged.
6. The other adult finishes what she is doing. She looks up at you and makes eye contact.
7. The other adult says, "Yes, may I help you?"
8. Say, "May I do this activity?"
9. The other adult says, "You may do this activity when I am finished."
10. Say, "Thank you."
11. Walk back to your place and sit down.
12. Ask, "Who would like to address another person who is engaged in an activity?"
13. Select a child to address the other adult.
14. Re-demonstrate if required or select another child to address a person.

Control of Error:

1. Not touching the other person's shoulder.
2. Not waiting silently.

Points of Interest:

1. Waiting patiently to be acknowledged.
2. Placing the hand gently on another person's shoulder.
3. The language used.

Objectives:

Direct

1. Development of order, concentration, coordination, and independence.
2. Development of self-esteem and confidence.
3. Development of social consciousness.

Indirect

1. Development of the ability to address a person engaged in an activity.
2. Development of the social skill of politeness.

Variations:

1. Addressing a person who is engaged in a conversation.
2. Change or add to the language used for different classroom situations.
3. Interruption of a person engaged in an activity or a conversation.
4. Addressing a person during meal times.

Drawing of this Presentation:

GRACE AND COURTESY: SOCIAL SKILLS - INTERRUPTING A PERSON WHO IS ENGAGED IN AN ACTIVITY

Materials:

- An activity for the second adult

Presentation:

1. Gather a group of children. Another adult is seated within the circle engaged in an activity with a child.
2. Say, "I will show you how to interrupt a person who is engaged in an activity."
3. Stand up.
4. Walk slowly and quietly to the other adult and stand next to her.
5. Place your right hand gently and silently on the other adult's shoulder. Wait to be acknowledged.
6. The other adult places her hand gently upon the arm of the child with whom she is working and says quietly to the child, "Please excuse me for just a moment."
7. The other adult says to you, "I see that you want my attention. ...wants my attention also. Please stand by my side and wait while I finish working with ..." or "Please return to your work and when I have finished working with ..., I will come to you."
8. You wait silently and patiently for the other adult to finish the activity with the child.
9. The other adult turns her attention to you and says, "Thank you for waiting. May I help you?"
10. Say, "I need you to tie my shoe please."
11. The other adult ties your shoe. You say, "Thank you."
12. Walk back to your place and sit down.
13. Ask, "Who would like to interrupt a person who is engaged in an activity?"
14. Select a child.
15. Re-demonstrate if required or select another child to interrupt a person engaged in an activity.

Control of Error:

1. The adult not acknowledging the child.
2. Not waiting silently.

Points of Interest:

1. Waiting patiently to be acknowledged.
2. Placing the hand gently on another person's shoulder.
3. The language used.

Objectives:

Direct

1. Development of order, concentration, coordination, and independence.
2. Development of self-esteem and confidence.
3. Development of social consciousness.

Indirect

1. Development of the ability to interrupt a person engaged in an activity.
2. Development of the social skill of politeness.

Variations:

1. Interrupting a person engaged in a conversation.
2. Change or add to the language used for different classroom situations.
3. Addressing a person engaged in an activity.

Drawing of this Presentation:

GRACE AND COURTESY: SOCIAL SKILLS - THE SILENCE GAME: RATIONALE

"A very different type of controlled movement is that which makes it possible for the children, as far as they can, to create an absolute silence. This is not the quasi-silence obtained by sitting still and saying nothing but a perfection that is attained only gradually. It consists in not uttering a single sound, in not causing the slightest noise, such as is made by a movement of the feet or stroke of the hand or heavy breathing. Absolute silence resembles complete immobility."

Maria Montessori, *Discovery of the Child*, p. 96

Silence:

Montessori says, "In ordinary schools, it is always thought that silence is to be obtained by command. No thought is given to the meaning of the word. There is no realization that there is a need of immobility and, as it were, of a suspension of life for a moment of silence to be realized. Silence consists in the suspension of every movement and is not, as it is generally thought to be in school, a suspension of the din added to the ordinary noises tolerated in an environment."

"... silence can be positively understood as a state transcending the ordinary run of things. It is a momentary check requiring an effort, a straining of the will, which separates and isolates the soul from the ordinary sounds of life and external voices."

"But children must be taught silence. I therefore make them go through various exercises of silence, which add greatly to the remarkable ability of our children to discipline themselves."

"I attract the attention of the children to myself as I become silent."

"I take various positions. I stand or sit silent and motionless."

"I call a child and invite him to act as I do."

"As they proceed in their efforts, there actually is produced a silence different from that which is superficially called silence. It seems that life gradually disappears, that the room little by little becomes empty, as if there were no longer anyone present."

"When the children had attained such a degree of silence, I would close and darken the windows. and then say to them, "Now listen to a little voice that calls you by name."

"... the three-year old children remained motionless in the silence during all the time it took to summon more than forty others out of the room. Then I realized that the soul of a child also has its spiritual joys and rewards... certainly they became more obedient, more sweet, and gentle."

Maria Montessori, Discovery of the Child, p. 154

SILENCE GAME

Materials:

- Objects that make sounds

Presentation: (Group Presentation)

1. From the first day of class, conduct a silent time if only for moments.
2. Ask the children to listen for silence.
3. When silence is established, whisper the children's names slowly to dismiss them from line.

Variations:

1. Extend the amount of time that the children wait before calling their names.
2. Make a sound from a familiar object in the classroom:
 - a. Rice pouring
 - b. Egg beater
 - c. Sponge squeeze
 - d. Sound cylinders
 - e. Bells
3. Make a sound from a familiar object in the home:
 - a. Telephone
 - b. Horn
 - c. Wind toy
4. Directionality:
 - a. Everyone closes their eyes. With a bell, walk to one area of the classroom and ring the bell. Have the children point in the direction of the bell. Walk to another area of the classroom and ring the bell. Have the children point in the direction of the bell.

5. Children identify the voice of a child (everyone closes their eyes).

- a. Children sing the song:
Little Tommy tiddle mouse,
Hiding in his little house,
Someone saying me-oh-my,
(One child) Someone saying, "It is I."

Only the child touched by the teacher sings the last line. All the children open their eyes and, by the sound of the voice, identify who says, "It is I."

Note: Simple silence and profound silence may be differentially achieved. As the child's experience in the classroom deepens, self-control and concentration develop. Profound silence is achieved. At the same time, because of outside influences (weather, holidays), profound silence may not necessarily occur daily. On such days, the variations are effective.

Control of Error:

1. No silence in the classroom.

Points of Interest:

1. Silence.

Objectives:

Direct

1. Development of order, concentration, coordination, and independence.
2. Development of self-esteem and confidence.
3. Development of social consciousness.

Indirect

1. Development of the ability to achieve silence.

Drawing of this Presentation: